

Britain. The eighteen-page bibliography backs this up, and includes books, published and unpublished master's theses and dissertations, government documents, and material from several manuscript collections.

This reference stands apart from other examinations of the Speakership on the strength of its biographical entries. Every Speaker, from the first (Frederick Augustus Conrad Muhlenburg, who served two separate terms beginning in 1789 and 1793) to incumbent Nancy Pelosi, receives the same treatment. Each biographical entry includes a personal history, a narrative describing the subject's early political career, details on their election to the office of Speaker of the House, excerpts from their acceptance speeches, a summary of political leadership and other activities while holding the office, and a summary of their political activities (if any) and life after leaving the Speakership. Most entries are seven pages long. Each biographical entry includes a black-and-white portrait of the subject, and many entries conclude with additional portraits or images of official papers of the individual.

In this reviewer's research, only one other book on the subject, Donald Kennon's *The Speakers of the House of Representatives: A Bibliography* (Johns Hopkins, 1986) included biographies of all Speakers. Davidson, Hammock, and Smock's *Masters of the House: Congressional Leadership Over Two Centuries* (Westview, 1998) and Richard and Lynne Cheney's *Kings of the Hill: Power and Personality in the House of Representatives* (Continuum, 1983) examined the careers of a few key Speakers. Other books on the topic, like Ronald Peters' *The Speaker: Leadership in the House of Representatives* (CQ, 1994), focus on the political duties of the office.

In addition to the strength of its biographical entries, *Speakers of the House Of Representatives* offers a wealth of historical material and political analysis that place it beyond any previous books on the subject. Nine historical essays describe the transformation of the Speaker of the House from a largely symbolic position to one that plays a lead role in shaping legislation with or against the sitting president. A substantial primary document collection is cross-referenced to biographical entries, providing additional context to key events in congressional and national history. A timeline of the Speakership from 1789 to the present links major events to individual speakers and the office itself. Nine appendixes with descriptions provide a statistical portrait of the office, including the number of Speakers from each state and congressional distributions by party.

*Speakers of the House of Representatives* is a unique resource, a combination of political biographies and substantial scholarship on the transformation of a political office. It is unlikely that a reference this comprehensive will be published in the near future. It is recommended for undergraduate and graduate academic and public libraries with a pronounced interest in political topics.—Michael A. Rose, *Public Services Librarian, Rockingham Community College, Wentworth, North Carolina*

***The Solar System.*** Ed. by David G. Fisher and Richard R. Erickson. Pasadena, Calif.; Salem, 2009. 3 vols. alkaline \$364 (ISBN 978-1-85765-530-2).

In 1998, Salem Press published a three-volume set of reference books titled *Magill's Choice: The Solar System*, edited by Roger Smith. Much of that work was a compilation of original essays that had appeared in *Magill's Survey of Science: Space Exploration Series* (1989), *Magill's Survey of Science: Earth Science Series* (1990), and *Magill's Survey of Science: Physical Science Series* (1992), all edited by Frank N. Magill, the founder of Salem Press. *The Solar System*, a completely revised and updated version of that earlier work, is edited by David Fisher and Richard Erickson, both of Lycoming College's Department of Astronomy. The Magill name has been eliminated from the title, but the set continues the Salem tradition of concise, easy-to-use reference materials targeted toward the general reader as well as students of Earth science, astronomy, planetology, and cosmology.

Expanded essays range in length from three to seven pages. The 180 topics covered include 58 that are new to this edition. The number of illustrations and charts has been greatly increased. Each essay, following the familiar Magill format, consists of title, category, a short summary, overview, followed by applications or methods of study or knowledge gained (as appropriate), context, byline, annotated list of further reading, and "see also" references to other essays in the work on related topics. A contributor's list of more than eighty scientists along with their academic affiliations appears in the front of the first volume.

Other helpful features that appear in every volume include a chronological list of the volume's content as well as an alphabetical list of contents of all three volumes. A six-page table of units of measure is followed by a category list of contents in which essays are arranged by area of the solar system studied. These categories consist of scientific subdisciplines relevant to standard undergraduate curricula. Unlike the first edition, this helpful category list appears in the front of every volume. At the end of volume 3 there is an extensive glossary, a general bibliography, a list of 110 authoritative websites, and a subject index. The revision from the older edition is visible from the outside as well, with a modernized cover and a format that has increased from 6 x 9" to 8 x 10".

There are few publications that compare to *The Solar System* that have appeared since 2000. *Encyclopedia of the Solar System* (Elsevier/Academic, 2007) edited by McFadden, Weissman, and Johnson, is a very heavy volume consisting of more than a thousand pages. This authoritative source for information about the solar system is to be expected from Elsevier, a leader in science publishing. However, its topics and its language make it suitable for the more advanced user. For undergraduates and general readers, the three volumes from Salem Press would be more user-friendly. Kenneth Lang's *The Cambridge Guide to the Solar System* (Cambridge, 2003) is written at an introductory level appropriate for high school and undergraduate students and is thus a more logical comparison.

However, at only 438 pages it lacks the detail and comprehensive topics of the present work. *An Introduction to the Solar System* (Open University, 2003), edited by McBride and Gilmour, calls itself a textbook and is clearly intended for that function.

*The Solar System* would be a worthy addition to any public or undergraduate library. The text is readable, the information readily accessible, and its organization exceptional. Its cost is in line with other current scientific works. In the field of space study, updated works are vitally important to staying current in the field.—*Dr. Nancy F. Carter, Librarian Emeritus, University Libraries, University of Colorado, Boulder, Colorado.*

## Professional Materials

Karen Antell

Editor

***Combating Student Plagiarism: An Academic Librarian's Guide.*** By Lynn D. Lampert. Oxford, United Kingdom: Chandos, 2008. 206p. \$79.95 (ISBN 1-84334-282-0).

Lately, cases of academic dishonesty fill the news and popular press. Since librarians usually do not see the end product of students' efforts, it may be difficult to convince them that they share some responsibility. Yet Lampert provides compelling arguments for librarian involvement. Beyond the dismal statistics (more than 40 percent of students admit to cut-and-paste plagiarism), citation tools now available in databases make it even easier for librarians to discuss ethics. Also, academic integrity is part of the entire research process, including critical thinking, planning, search strategies, and other elements we already teach. Perhaps most importantly, librarians may have special insight into the cultural and instructional roots of the problem. We regularly observe students coping with professors who allow various degrees of peer collaboration, style manuals describing different citation conventions, and other requisites that seem nitpicky to the average person.

Thus, in *Combating Student Plagiarism*, Lampert provides a bridge between our professional journals and books like Susan Plum's *My Word! Plagiarism and College Culture* (Cornell, 2009) or Carol Haviland's *Who Owns This Text: Plagiarism, Authorship, and Disciplinary Cultures* (Utah State, 2009), which describe how ideas about intellectual property have evolved. Particularly helpful is Lampert's bibliography of discipline-based antiplagiarism efforts. This is invaluable for generalists and instruction coordinators who must teach all kinds of students.

This said, those who are already familiar with the topic and who seek ready-to-use resources (as in a Neal-Schuman publication) may be disappointed by what is essentially a literature review. Although Lampert's text provides URLs for some exemplary programs, it doesn't offer any jumpstarts. A busy instruction coordinator might be disappointed in this book, preferring a list of talking points or a script to help "work in" academic integrity while discussing the usual resources and search strategies in the typical, "one-shot," fifty-minute session. In other words, the profession still needs something akin to Charles Lipson's *Doing Honest Work in College* (University of Chicago, 2008). At \$79.95, *Combating Student Plagiarism* is an optional purchase for most libraries.—*Bernadette A. Lear, Behavioral Sciences and Education Librarian, Penn State Harrisburg, Middletown, Pennsylvania*

***Connecting Young Adults and Libraries.*** Michele Gorman and Tricia Suellentrop. New York: Neal-Schuman, 2009. 389p. \$85 (ISBN 978-1555706654).

Whether your programs and offerings for young adults are thriving, need a little reviving, or are nonexistent, this book contains a wealth of useful information. The fourth edition of *Connecting Young Adults and Libraries* provides updated information on new technologies and trends that affect teens, including social networking, gaming, new awards for books and authors, and research about teen behavior and teens' relationships with libraries and technology. The included CD-ROM is a toolkit that contains examples of permission forms, policies, programming checklists, information literacy lessons, contracts, and so forth. The toolkit is a fabulous resource for those who are starting a teen program or need a boost introducing new programs or ideas. The book's sidebars point the reader to correlating documents in the CD-ROM toolkit and provide tidbits of information and quotes from teens. Also included are informational boxes about teen reading habits, popular books and magazines, and stereotypes of teens and librarians.

The first four chapters cover the basics of working with young adults. Chapter 2, "Understanding the Audience," provides research about teens and some of the reasons they act the way they do. Most important, the authors discuss how teens can be discriminated against in the library setting and give examples of positive ways that library staff might interact with young adults.

The remainder of the book covers collection development, booktalking, outreach, programming, space, publicity, technology, and youth involvement. The technology chapter is particularly helpful in explaining the role of technology in the lives of young adults, ways to include technology in one's library to increase teen participation, and sources to help librarians stay current with changes in technology and technology trends. Any library that serves teens should have this book in its collection, and it is an excellent resource to share with all staff members to make the library a welcoming and